

School and Teacher Demographics

Number of districts 176
(CCD, 1998–99)

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
393	181	181	10	5

Student/teacher ratio (CCD, 1998–99)

Elementary	Middle	High
16:1	14:1	15:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
3,910	1,995	2,800	40	22

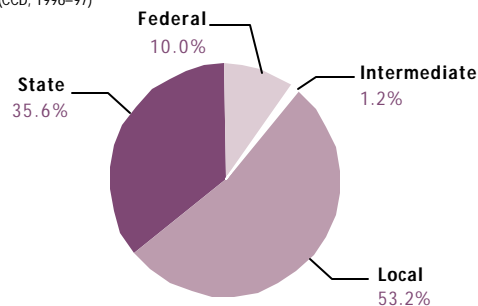
Public school enrollment (CCD)
(By state definition)

	1989–90	1998–99
K–8	93,596	90,081
9–12	33,733	41,546
Pre-K	n/a	654

Sources of funding

District average

(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)

	1989–90	1998–99
American Indian/Alaskan Natives	n/a	9.6%
Asian/Pacific Islander	n/a	0.9
Black	n/a	1.0
Hispanic	n/a	1.0
White	n/a	87.5

Students with disabilities (OSEP, K–12)

	1990–91	1998–99
	9.6%	9.6%

Limited English proficient (USED/NCBE, K–12)

	1989–90	1996–97
	6,048	6,515

Migrant (OME, K–12)

	1993–94	1998–99
	1,733	2,562

Highschool dropout rate (CCD, event)

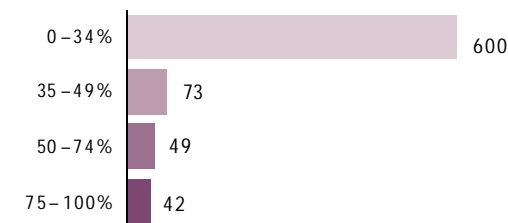
	1993–94	1997–98
	n/a	3.1

Postsecondary enrollment (IPEDS, High school grads enrolled in college)

	1994–95	1997–98
	50%	50%

All schools by percent of students eligible to participate in the Free Lunch Program*

(CCD, 1998–99)



* Six schools did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
School accreditation

Expected School Improvement on Assessment
Under Task Force Review

Indicators for School Accountability
Under Task Force Review

Title I Adequate Yearly Progress (AYP) for Schools
Five percent gain from Below Basic to Basic or from Basic to Proficient.

Schools Meeting Title I AYP Goal
396 (100.0%)

Title I Schools

Title I enrollment (USED)

	1998–99
K–8	19,263
9–12	1,158
Pre-K	237

Race/ethnicity (USED, K–12)

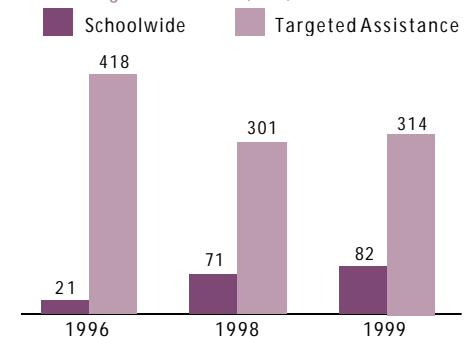
	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	6,226	1,573
Asian/Pacific Islander	77	50
Black	163	89
Hispanic	195	142
White	5,036	8,474

Title I allocation \$20,781,896

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs

Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/LanguageArts

	National Percentile
All Students	64%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	62%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Grade 8

Reading/LanguageArts

	National Percentile
All Students	64%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Mathematics

	National Percentile
All Students	69%
Title I Schoolwide	
Title I Targeted	
Percent of School in Poverty	
00–34	
75–100	
LEP Students	
Migrant students	

Assessment Information

Assessment Reported

Stanford Achievement Test Version 9, used since 1997–98

Progress Toward Assessment Aligned with Standards

Performance standards met review criteria of the U.S. Department of Education.

State Definition of “Proficient,” used since 1997

National percentile; no levels

Exclusion from Assessment

Information will be available from 1999–2000 results

Other Assessments

Stanford Achievement Writing Test, Grades 5 & 9
Other assessments are under development

Grade 11

Reading/LanguageArts

	National Percentile
All Students	53%
Title I Schoolwide	
Title I Targeted	

Mathematics

	National Percentile
All Students	67%
Title I Schoolwide	
Title I Targeted	

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a
Math, 2000:		
Proficient level and above	n/a	n/a
Basic level and above	n/a	n/a